

Year 1 – Physical Skills	
Running	<ul style="list-style-type: none"> <li>• Able to identify space and move into it when playing chasing and avoiding games.</li> <li>• Understands what pace means and can perform the correct running technique when travelling at different paces</li> <li>• Able to select the correct pace for a short and long-distance race.</li> </ul>
Jumping	<ul style="list-style-type: none"> <li>• Able to land safely, with control and balance, when performing a range of jumps.</li> <li>• Able to confidently link jumps together to achieve a greater distance.</li> </ul>
Throwing	<ul style="list-style-type: none"> <li>• Able to accurately throw a ball or bean bag to catch themselves.</li> <li>• Able to use an underarm throw to accurately send a ball or bean bag to a partner or at a target.</li> <li>• Able to use two hands to send a large ball with increasing accuracy to a partner or a target.</li> <li>• To use hands to bounce a ball with control.</li> </ul>
Catching	<ul style="list-style-type: none"> <li>• Able to consistently stop rolling or bouncing bean bags or small balls</li> <li>• Move to catch or stop a bean bag or small ball with some consistency</li> <li>• Able to move into a good position to catch or stop a bouncing or non-bouncing ball</li> </ul>
Kicking	<ul style="list-style-type: none"> <li>• Able to use feet to accurately move a ball around an area while keeping control.</li> <li>• Able to kick a ball to a partner or at a target with accuracy and control.</li> </ul>
Agility	<ul style="list-style-type: none"> <li>• To move with control, changing direction and speed when playing avoiding and chasing games.</li> </ul>
Balance	<ul style="list-style-type: none"> <li>• See running, dance and gymnastics</li> </ul>
Co-ordination (Striking)	<ul style="list-style-type: none"> <li>• To demonstrate good coordination when using hands to pass a ball around the body.</li> <li>• To use a racket to move with a ball (on the racket and on the ground).</li> <li>• To use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground)</li> <li>•</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• To develop strength and flexibility when performing a range of basic gymnastics shapes.</li> <li>• To move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence.</li> <li>• To show control and balance when performing a range of jumps.</li> <li>• To perform and link different balances with control and strength.</li> <li>• To develop a range of rocking actions, including tuck.</li> <li>• To perform a forward roll and combine it with a range of other shapes actions and movements in a sequence.</li> <li>• To remember and repeat short sequences of movements</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• To create movements to resemble a specific theme/ character.</li> <li>• To remember and repeat a short movement phrase in time with the beat and other group members.</li> <li>• To perform movements at different speeds to help tell a story.</li> <li>• To use different levels within a dance to help portray a character / story</li> <li>• To know a range of expressions, moods and feelings and use a selection in the dance to help complete the story.</li> </ul>

**Year 1 Progression Overviews**  
 Physical – Thinking – Social and Emotional

Year 1 Thinking Skills	
Self - Reflection	<ul style="list-style-type: none"> <li>• To identify space and move into it when playing chasing and avoiding games.</li> <li>• To identify and use space to their advantage when playing a game.</li> <li>• Children will Identify where there is more space and move towards it and score points quickly.</li> <li>•</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• To use basic tactics for attacking and defending.</li> <li>• To defend a target or an area.</li> <li>• To understand an invasion type game involves attacking the opponents' area and defending their own.</li> <li>• To know how to score points and that the team or individual with the most points will win.</li> <li>• To make it easier for themselves and their team mates to score.</li> <li>• To make a game hard for an opponent by sending a ball into space.</li> <li>•</li> </ul>
Attacking and Defending	<ul style="list-style-type: none"> <li>• To change skills in response to what a partner or opponent is doing.</li> <li>• To understand the importance of working together as a team.</li> <li>• To understand that they can work cooperatively and competitively with a partner</li> </ul>
Game Based Learning	<ul style="list-style-type: none"> <li>• To demonstrate and discuss basic gymnastics actions.</li> <li>• To discuss and demonstrate how to change speed and direction to avoid others and find space.</li> <li>• To describe what they have seen using appropriate language.</li> <li>• To copy the performance of another child.</li> <li>• To describe actions and movements in more detail</li> <li>• To remember and repeat short sequences of movements.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• To describe and identify which movements accurately and expressively represent their animal.</li> <li>• To give reasons why particular actions have been chosen.</li> <li>• To describe an action that is used in the movement phrase and identify how the action can be performed with more precise timing.</li> <li>• To know what a Level is and why we include them in a dance routine.</li> <li>• To describe how the different levels have been used in their own or another groups</li> <li>• To describe the different speeds used in the dance and explain why they have been used.</li> <li>• To describe how dance makes them feel and how different feelings can be shown through dance.</li> </ul>
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Year 1 Social and Emotional Skills				
	Games	Dance	Gymnastics	Athletics
	Self-Reflection	Learning from Others	Self-Reflection	Learning from Others
Social and Emotional	<ul style="list-style-type: none"> <li>• Children will talk about what skills and ideas they have used, including how they have helped them to perform better in a competitive game.</li> <li>• To discuss what they have achieved within a game.</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss what skills they can use within a game or activity.</li> <li>• Children will recognise different ideas that are being used and use them to help improve their own performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what skills and ideas have worked well.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will talk about how they can score more points and whether they have beaten their personal best</li> </ul>
Year 1 Healthy Active Lifestyle Skills				
Body awareness	<ul style="list-style-type: none"> <li>• To explain how practising their skills and playing games can make them feel warmer.</li> <li>• To understand and talk about why it is good for them to take part in physical activity.</li> <li>• To understand why they become out of breath during exercise.</li> <li>• To describe how their body feels when they are exercising</li> <li>• To explain what their body feels like when tensed.</li> <li>• To describe how their body feels before starting, during and after a PE lesson.</li> <li>• To explain how their body feels during relaxation.</li> </ul>			
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• To move apparatus safely.</li> <li>• To know the position of the heart and how dance and exercise affects heartbeat, giving a basic explanation of why changes occur.</li> <li>• To give a basic explanation of why breathing rate increases with exercise.</li> <li>• To identify which type of movements (slow, medium or fast) have the greatest effect on our heartbeat.</li> <li>• To know how to get heart and breathing rate back to normal after exercise.</li> </ul>			